

An Empirical Report on Project-Based Learning in the EFL Classroom

— Participating in University of Oregon E-Teacher Course for
Secondary School Teachers —

EFL教室における課題解決型英語授業の実践的報告

—オレゴン大学中学高校教員オンライン英語教授法コースに参加して—

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I. Introduction

The E-Teacher Scholarship Course is administered by the University of Oregon through a cooperative agreement with the U.S. Department of State. The American English Institute at the University of Oregon (UO AEI) has been offering online professional development courses to international English teachers since 2004. In this course, participants learn to apply strategies for managing classroom-based language activities for pre-teenagers (ages 10 to 12) and teenagers (ages 13 to 18) that address specific language learning objectives in reading, listening, speaking and writing. They also review published projects related to multi-cultural issues according to a set of criteria based upon principles of project-based learning.

Project-based learning (PBL) functions as a bridge between using English in class and using English in real life situations outside of class (Fried-Booth, 1997). When learners work in pairs or in teams, they find they need skills to plan, organize, negotiate and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented. Because of the collaborative nature of project work, development of these skills occurs even among learners at low levels of language proficiency (Bas, G. 2008).

PBL is one of the student-centered approaches that is not familiar to English teachers in Japan (Sakaguchi, H. 2012). By participating in the E-Teacher course, the author learned how to develop students' language and critical thinking skills by creating a project-based lesson with other colleagues.

II. Background and Problem Identification

The Japanese government has appointed experts to consider educational reforms that would help Japanese students compete in a globalized world (ICEF Monitor, 2014). As a result, Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has been promoting an "English Education Reform Plan Corresponding to Globalization" in elementary, lower and upper secondary schools since 2014. According to this reform plan, junior high school English teachers should conduct their class exclusively in English, be periodically tested on their levels of competence through an external language exam such as Test in Practical English Proficiency (EIKEN). The junior high school goal would be achieving the "ability to understand familiar topics, carry out simple information exchanges and describe familiar matters in English" with classes "basically" taught in English. This would be taken over by high school education that aims to bring students to levels at which they can "understand abstract concepts on a broad range of topics" and fluently communicate with English speakers (Kodera, A. & Kameda, M. 2013).

Furthermore, the Central Council for Education compiled "On Integrated Reforms in High School and University Education and University Entrance Examination Aimed at Realizing a High School and University Articulation System Appropriate for a New Era" in December, 2014. The reform "seeks to massively improve proactive and cooperative learning methods focusing on the discovery and resolution of issues, which is the basis of active learning." High school curriculum guidelines are to be "Comprehensively evaluated not from the perspective of what we can teach" but rather "what skills/strategies do people want to learn" to realize a high school education that is able to support the dreams and goals of a diverse group of youths (Kameda, M. 2013). As professionals, teachers should constantly develop themselves to adapt to these changes. Teachers' own growth is necessary in order to cope with the ever-expanding knowledge base in subject matter and pedagogy, rapidly changing social contexts of schooling, and increasingly diversifying students' needs (Igawa, 2009).

III. University of Oregon E-Teacher “Teaching English to Pre-teens and Teens (TEPT) Online Course”

1. Application Overview

University of Oregon E-Teacher “Teaching English to Pre-teens and Teens (TEPT) Online Course” is designed for highly motivated EFL educators at the secondary level and teacher trainers who are both dedicated to their own professional development and willing to share their knowledge with colleagues. Participants should have high intermediate to advanced level of English language proficiency in all skill areas, basic technology skills related to email, the Internet searches and file management. They should also have regular access to reliable computers with high-speed Internet connection and be prepared to spend 8-10 hours per week to the coursework.

The author was one of the twenty six junior and senior high school English teachers from fifteen different countries, who were selected by the local U.S. Embassy to participate in the University of Oregon “Teaching English to Pre-teens and Teens (TEPT)” from June 22 to August 28 (10 weeks) in 2015. The main objective of the course was to design and develop a project-based lesson plan and a sample end-product for students at their own schools.

2. Course Description

The course provides opportunities to develop teaching skills in project-based learning lesson planning. This goal is achieved through online weekly discussions and a group project, all of which are assessed as part of the final evaluation. The program uses Blackboard Learning System as the Learning Management System, providing participants with a distance-learning experience using the latest technology to create a professional network online (University of Oregon, 2015).

The E-Teacher course design utilizes the online format by integrating elements of traditional course learning with intensive virtual interaction among peers and a student-centered teaching model as illustrated in the figure below (EurekFacts, LLC.2015).

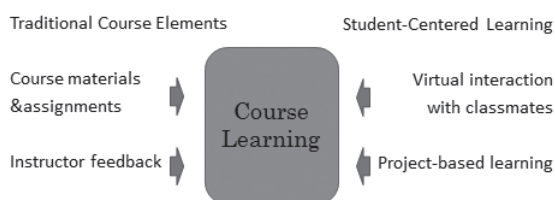


Figure 1. Elements of E-Teacher Course That Contribute to Learning

The course is designed according to a student-centered model, in which learners take primary responsibility for their own learning, while the instructor acts as a facilitator. Instead of learning primarily from the instructor's lectures as in a traditional classroom, participants engage in discussions and do activities on projects independently or collaboratively to master the course concepts.

3. Course Contents

Participants are required to complete all reading assignments on PBL essentials, ABCD (Audience, Behavior, Condition, Degree) objectives, assessments and designing scoring rubrics. They also share thoughts and reflections in weekly online discussions and comment on the posts of other participants in the Projects and Skills forums (University of Oregon, 2015). Online discussions allow participants to create and describe classroom language learning activities that demonstrate practical application of the theory and best practices found in the course readings.

The course is divided into ten lessons with individual topics and objectives as described in Table 1. Much of the learning takes place in the virtual classmates' discussion forums where participants log on to share their professional experiences as well as discuss course readings and assignments. The intensive exchange among course participants during the 10-week course both enhances participants' learning of international cultures and teaching practices.

Table 1 Weekly Syllabus: "Teaching English to Pre-teens and Teens (TEPT) Online Course"

Week	Topic	Objectives
1	<ul style="list-style-type: none"> • Introductions • Understanding and Teaching Generation Y 	<ul style="list-style-type: none"> • Post to discussion: self-introduction from each participant. • Describe barriers to project work in the classroom and identify strategies to teach Generation Y.
2	<ul style="list-style-type: none"> • Project-based Learning Essentials • Team-building 	<ul style="list-style-type: none"> • Describe eight essential qualities of meaningful project-based learning. • Explain strategies for team-building in the classroom.
3	<ul style="list-style-type: none"> • Evaluate published projects • 21st century Learning Environments 	<ul style="list-style-type: none"> • Review and evaluate published projects for 3 PBL essentials: 21st century skills, revision & reflection, public audience. • Explain how technology could be integrated in teacher and student-centered strategies.

4	<ul style="list-style-type: none"> • Setting Goals & Objectives • Teaching Speaking & Listening 	<ul style="list-style-type: none"> • Create ABCD objectives based on readings/examples/experience then give feedback on classmates' objectives using a checklist of criteria (related to Audience, Behavior, Conditions, Degree). • Explain applications of principles for teaching listening, and speaking.
5	<ul style="list-style-type: none"> • Setting Goals & Objectives • Teaching Speaking & Listening • Evaluate Published Projects with Oral Focus • Assessment & Evaluation 	<ul style="list-style-type: none"> • Review and evaluate published projects for 3 PBL essentials: content & assessment, voice & choice, need to know. • Explain steps needed to involve students in designing scoring rubrics.
6	<ul style="list-style-type: none"> • Midterm Check of Final Project • Error Correction & Feedback 	<ul style="list-style-type: none"> • Give formative feedback on two group projects (drafts) from classmates in other groups. • Analyze principles for error correction. • Identify effective peer review methods.
7	<ul style="list-style-type: none"> • Evaluate Online e-Pal Projects • Teaching Reading & Writing 	<ul style="list-style-type: none"> • Review and evaluate published projects for 3 PBL essentials: Content and assessment, driving question, in-depth inquiry. • Analyze principles for the teaching of reading and writing.
8	<ul style="list-style-type: none"> • Use of Music & Games • Teaching Grammar & Vocabulary • Individual product 	<ul style="list-style-type: none"> • Describe a variety of ways to use songs and games in the classroom. • Explain best practices for teaching vocabulary. • Formulate ideas on how to incorporate the "theory of noticing" in grammar instruction. • Submit individual product, which is a teacher-created sample of what students are expected to produce.
9	<ul style="list-style-type: none"> • Learning Styles • Multiple Intelligences 	<ul style="list-style-type: none"> • Describe a number of ways to categorize learning styles. • Identify ways of incorporating multiple intelligences in project work.
10	<ul style="list-style-type: none"> • Wrap-up & Reflection • Turn in Final Projects 	<ul style="list-style-type: none"> • Upload final draft of project and complete final round of peer feedback to other groups.

IV. Project-Based Learning (PBL)

1. Overview

Project-based learning (PBL) is an instructional method centered on the learner (Bas, G. 2008). Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Harris, J.H. & Katz, L. G. 2001).

In PBL classes, students learn to plan their projects, ask questions and apply knowledge gained within the class. In addition to strong instructional and organizational skills, project-based learning requires that teachers facilitate and manage the process of learning. Students help choose their own projects and create learning opportunities based upon their individual

interests and strength. PBL provides a more challenging and motivating approach to education.

Marx, Blumenfeld, Krajcik, and Soloway (1997) documented several challenges teachers face in implementing PBL. Among these are the length of class periods and the pressure to cover curriculum topics. Inquiry-based projects take more time than teacher-centered classes and teachers need to manage multiple activities including the use of technology. To use project-based learning effectively, teachers must fully understand the concept embedded in their projects and be able to model problem-solving strategies effectively (Blumenfeld et al. 1991).

2. Creating a Project-Based Learning Plan for Final Project

Participants organize their own groups and collaborate online in a specially designed discussion forum. The Final Project is composed of Part 1 (Context/Rational), Part 2 (Learning Objectives), Part 3 (Learning Activities & Assessment including 4 lesson plans) and Part 4 (Individual Product). The project includes developing objectives, lesson plans, a sample product, and assessment activities related to the selected project theme. Participants also review the final projects of other groups to give meaningful feedback.

Lesson plans describe how students learn the skills identified in the objectives and include the timeline of implementing each phase. Each group member is required to produce a sample product, submit it for grading, and give peer feedback. The sample product is tailored so each group member can actually use it in his or her own class.

3. Final Project for E-Teacher “Teaching English to Pre-teens and Teens Online Course”

The author formed a group with two other high school Japanese English teachers to create the following project to teach at their own schools. They planned lessons for “Communication English 1” for 10th grade students, using “Crown English Communication 1” (Sanseido Publishing Co.). The title of their project was “Learning from the past and looking towards the future” which makes students think about the important events of the 20th century and their hopes for the future.

Group members assigned roles and corresponded online for an eight-week period for this final project. They worked collaboratively online by uploading and editing each other’s draft on the Group Discussion Board. One member created a draft for Part 1 (Context/Rational) and Part 2 (Learning Objectives). The other two members made drafts for Part 3 (Learning Activities & Assessment, 4 lesson plans) including teaching materials (worksheets, checklist, voting sheet). For the final lesson, the group chose an interview-style presentation

where students would work collaboratively with other peers. By choosing and talking about photos which were significant to them, they would learn from the past and actively think about the future. Creating an interview-style presentation using slides or PowerPoint would develop their skills in language, technology and attitude towards the 21st century. The project and lesson plans included a mix of individual or group activities which required input and action from students.

The group uploaded a rough draft (outline of the project) in Week 6 for the initial peer and instructor review. The final project was uploaded in Week 9 for grading and final peer and instructor evaluation. This group project including the individual product example was a required element of the course to receive a passing score.

V. Conclusion

The E-teacher course design simulates the concept of student-centered teaching which is one of the key methods of Teaching English as a Foreign Language by allowing participants to experience the method about which they are learning. The online format is particularly conducive to active learning because the only way participants can demonstrate their virtual attendance is by actively engaging with the materials on the discussion forum. Since the instructor typically is not online 24 hours a day, participants are compelled to figure things out on their own (EurekaFacts, LLC. 2015).

The E-Teacher course provides English teaching professionals with advanced training led by an instructor at a U.S. university and a global network of colleagues. Virtual interaction among a diverse group of classmates is a key element of the course design. The author was able to grow professionally by exchanging ideas and experiences with global colleagues through weekly discussions.

Learning new ideas through professional development makes teachers more confident. When teachers gain confidence in their teaching practices, they create an environment for learning that motivates and involves their students. The new knowledge and skills together with their global professional network will lead them to make impacts on their classrooms, schools and careers.

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E-Teacher Course (TEPT) FINAL PROJECT (Group A)

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Part 1: Context and Rational

1. General information: Identify your context

- (1) Title of project: "Learning from the past and looking towards the future"
- (2) Age of students: 10th graders (15~16 year-old students)
- (3) Language level of students: High-intermediate
- (4) Other relevant information:
 - a. All the students are native Japanese speakers.
 - b. Class-size is usually 30-40 students.
 - c. Classrooms with technology such as computers connected to the Internet are limited, but a computer and a projector are available to show PowerPoint, a slide show, or photos to students.

2. Project Description:

- Students will look at some photos and listen to an explanation about them.
- Students will think about the significance of photographs and share their ideas.
- Students work in pairs and think about the background and messages of the photos in the textbook. By going through impressive or important photos of the 20th century and thinking about their messages, students can deepen their understanding of historical events and people.
- Students will read the text "Not So Long Ago"
(Lesson 8 in Crown English Communication 1).
They will think about what they can learn from the two important photos in the textbook and in what way these can give us hope for the future.
- Students form a group of three and as homework, - they will choose photos which they find important. Photos could be personal or significant to their society or country.
They will also do research on an event or a person in a photo of their choice, working collaboratively to make a presentation.
- Students will think about responses to this project's driving question.
"What can we learn from the past and what can we hope for the future?"
- Students will learn new grammar "Subjunctive Past" and through some activities, they will be able to use this grammar effectively.

- Students make a script for an interview-style presentation. One student takes a part of a guide, and the other two students take parts of visitors of the exhibition.
- Script should include expressions using "Subjunctive Past" and include messages for the future.
- Students should use a slide show or a PowerPoint to show photos they choose.
- After the presentations, students will vote for the best presentation and have discussions about impressive photos.

(1) Main purpose:

Young people today have become indifferent to what happened to the world in the past and what is happening now. Also, there are a lot of useful technology gadgets overflowing around us but young people do not know how they came along. They tend to take peace in their country and innovative discoveries for granted. However, without learning from the past, there would no longer be peace and further innovations in the future. This project will enable students to acquire the necessary skills and attitude for the 21st century. There are 6 main purposes in this project.

- a. deepen their understanding of the past event or person
- b. work collaboratively in a group to make a presentation, choosing a photo of an event or a person which they consider important and do research on it using the Internet
- c. discuss what they can learn from the photo and what they can hope for the future in groups
- d. use new grammar "Subjunctive Past" in a script effectively
- e. use technology to deliver their presentation
- f. give and get feedback to and from peers

(2) Entry event

Students will look at a photo which is significant to the teacher and think about what photos can do and what messages they can bring us. By thinking about some impressive or important photos of the 20th century, students will be motivated to have interest in what happened in history and what we can learn from the past.

(3) Product

- PowerPoint or slide show to present the photos of their choice
- Interview-style performance on the photos

(4) Project-Based Learning elements

- A need to know
- A driving question
- Student voice and choice
- 21st century skills
- Feedback and revision
- Publicly presented product

(5) Benefit

Students will be able to work collaboratively with other peers, learn from the past and actively think about the future. They will develop their skills in language, technology and attitude towards the 21st century,

Part 2: Learning Objectives

3. Language development (language focus)

(1) Language Skills

- Listening, reading, writing, speaking, and grammar “Subjunctive Past”

(2) Core vocabulary

- progress, achieve, equality, terrible, particularly, go through, look back at, photojournalist, serious, pain, freedom, photograph, suffering

(3) Main grammar points and/or sentence frames “Subjunctive Past”

- How would you feel if these were photos of your own family?
- If I knew her number, I would phone her.
- I wish I were there with you.
- She is crying as if she were a little baby.
- Without computers, our life would be very inconvenient.

4. Learning objectives

Objective 1: Assigned a group of 3 people to work with, students will be able to prepare for a 3 minute presentation collaboratively by choosing a photo, doing research and making a skit together.

Objective 2: Given the instructions on “Subjunctive Past”, students will be able to make at least 2 sentences for an interview-style presentation, using this grammar without any errors.

Objective 3: After doing research on a photo of their choice, students will be able to

include its historical background in a skit as well as messages about their lessons from the past and their hopes for the future with more than 80% accuracy in terms of the use of grammar and vocabulary.

Objective 4: After creating a skit, students will be able to speak their part clearly with 95% accuracy without mispronouncing any words.

Objective 5: Given the instructions of using technology for a presentation, students will be able to create a PowerPoint or a slide show to deliver their presentation without any technical problems.

Unit 8 “Not So Long Ago” Lesson Chart

Lesson	Topics	Activities
Lesson 1	<ul style="list-style-type: none"> • Entry Event • Discussion of the important photos of the 20th century 	<ul style="list-style-type: none"> • Teacher’s oral introduction • Students’ oral presentation • Explain about photos
Lesson 2	<ul style="list-style-type: none"> • Introduction of new grammar “Subjunctive Past” (worksheet) • Talking about the final task • Preparation for the presentation 	<ul style="list-style-type: none"> • Finish worksheets • Oral activity • Teacher’s demonstration • Form groups • Find photos • Make scripts • Create slides
Lesson 3	<ul style="list-style-type: none"> • Giving and getting feedback • Rehearsal using computer 	<ul style="list-style-type: none"> • Teacher and peer review (checklist) • Interview-style presentation using PowerPoint or slide show
Lesson 4	<ul style="list-style-type: none"> • Presentation • Voting • Feedback • Awards 	<ul style="list-style-type: none"> • Group presentation • Vote for the top 3 winners • Comments from special audience

TEPT Individual Product (teacher-created sample by author)

Topic: "Learning from the past and looking towards the future"

Text: Lesson 8 "Not So Long Ago" (Crown English Communication 1)

Teacher talks about the Final Task

In your group of three, imagine that you are the guide and the visitors of the exhibition, "Looking Back at the Twentieth Century". Give an interview-style presentation of photos of your choice. You have three minutes.

1. Assessment-Your presentation will be evaluated according to 5 elements;
(1) Collaboration with peers (2) Grammar (3) Content (4) Delivery (5) Use of Technology.
Take a look at the rubric for more detailed information.
2. Listen to the teacher's demonstration. Take notes while listening. (show photo)

The photo (title)	A Home in London, England Taken from Activities (page 121) in the textbook
Basic information	When? September 27th, 1940 (during World War II) Where? London, England Who? Several men browsing through the books in a bombed-out house.
Story behind the photo	The photo shows some men standing in front of bookshelves. If the house had not been bombed, it would still be there.
Message	In the midst of war, fire and danger, these men did not seem afraid. They were browsing through some books as if nothing had happened. The photo shows us that life goes on and people do not give up hope.

Brainstorming: Which photo do you want to present? Why?

- "I Have a Dream" Speech photo by Dr. Martin Luther King Jr.

His speech inspired many people including President Kennedy and President Obama.

- I wish I could live in a world where people of all races would live in harmony.

Fill in the chart.

Name of the photo	"I Have a Dream" Speech Dr. Martin Luther King Jr.
Where is it?	At the Lincoln Memorial in Washington, D.C., U.S.A.
When was it taken?	August 28th, 1963
Who are in the photo?	Dr. Martin Luther King Jr. and his supporters
What story does the photo have?	Dr. King spoke at a time when black Americans faced many difficulties. They could not live the same way as white Americans.
What message does the photo give you?	Dr. King dreamed of a day when America would truly be a land of freedom and justice for all.
What do you think about the photo?	I think Dr. King was very brave to make this speech. He worked hard for his dream-to have people of all races live together with equal rights.

3. Write a dialog of your interview for your presentation.

【Guide】 【Visitor 1】 【Visitor 2】

Guide: Hello. I am very happy to welcome you to our exhibition “Looking back at the 20th century”. I’m Alex and I will be your guide today.

Visitor 1: Hello, Alex.

Visitor 2: Hello, nice to meet you.

Guide: Now, please look at this photo. Do you know who this is?

Visitor 1: Sure. That’s Dr. Martin Luther King Jr.

Visitor 2: We listened to his famous speech “I Have a Dream” in junior high school.

Guide: That’s right. Imagine that you were a black American in 1963 when the speech was delivered.

Visitor 1: Did they face many difficulties?

Guide: Yes, they did. In some southern states, they could not vote. If I were a black American at that time, I could not live the same way as I do today.

Visitor 2: Were they treated as if they were not American citizens?

Guide: Dr. Martin Luther King Jr. wanted to change that. He dreamed of a day when all people in America could enjoy freedom and justice. His dream was that his four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

Visitor 1: It seems that he was very brave. Was he able to accomplish what he wanted?

Guide: He was assassinated in 1968, but his dream was carried on by a new leader in this photo.

Visitor 2: Is that President Obama?

Guide: Yes. Forty-five years after Dr. King’s speech, Barrack Obama became the first African-American President of the United States. With his campaign slogan “Yes We Can!”, he gave us hope that we too could be anything we wanted to be.

Visitor 1: It seemed as if Dr. King’s dream had come true.

Guide: They were both awarded the Nobel Peace Prize.

Visitor 2: What do you think is the message behind these photos?

Guide: It expresses the hope that Dr. King and President Obama’s dream of a world without fear, where all people can live in freedom, justice, and dignity will be realized someday.

Visitor 1・2: Thank you for talking to us today.

Learning Objectives measured by the rubric below

- Objective 1:** Assigned a group of 3 people to work with, students will be able to prepare for a 3 minute presentation collaboratively by choosing a photo, doing research and making a skit together.
- Objective 2:** Given the instructions on “Subjunctive Past”, students will be able to make at least 2 sentences for an interview-style presentation, using this grammar without any errors.
- Objective 3:** After doing research on a photo of their choice, students will be able to include its historical background in a skit as well as messages about their lessons from the past and their hopes for the future with more than 80% accuracy in terms of the use of grammar and vocabulary.
- Objective 4:** After creating a skit, students will be able to speak their part clearly with 95% accuracy without mispronouncing any words.
- Objective 5:** Given the instructions of using technology for a presentation, students will be able to create a PowerPoint or a slide show to deliver their presentation without any technical problems.

6. Assessment

Students' final product and collaboration will be assessed by the teacher and peers according to a rubric presented in advance.

CATEGORY	4	3	2	1	Score
Collaboration With Peers	Almost always works collaboratively in choosing photos, doing research and making a skit when preparing for a presentation.	Usually works collaboratively in choosing photos, doing research and making a skit when preparing for a presentation.	Often works collaboratively in choosing photos, doing research and making a skit when preparing for a presentation. Sometimes is not a good team member.	Rarely works collaboratively in choosing photos, doing research and making a skit when preparing for a presentation. Often is not a good team member.	
Grammar	Uses "Subjunctive Past" effectively in more than 2 sentences with no errors.	Uses "Subjunctive Past" effectively in more than 2 sentences with a few errors.	Uses "Subjunctive Past" effectively in more than 1 sentence with a few errors.	Does not use "Subjunctive Past" effectively.	
Content	Includes the historical background of the photos and messages about their lessons from the past and also hopes for the future.	Includes the historical background of the photos and messages about their lessons from the past or hopes for the future.	Includes the historical background of the photos without messages about their lessons from the past and/or hopes for the future.	Includes messages about their lessons from the past and/or hopes for the future without the historical background of the photos.	
Delivery	Speaks clearly and distinctly all the time (95-100%) with no mispronunciation of words.	Speaks clearly and distinctly all the time (95-100%), but mispronounces one word.	Speaks clearly and distinctly most of the time (85-94%). Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.	
Use of Technology	Uses a PowerPoint or a slide show effectively to show photos of their choice without any technical problems.	Uses a PowerPoint or a slide show effectively to show photos of their choice with some technical problems.	Uses a PowerPoint or a slide show but photos do not support the theme/content of the presentation.	Does not use any technology to show photos.	
Total Score (Assessment)					Total

Peer Review of Final Group Project

You designed the activities in such a manner as to make it easy for anyone in any part of the world to adopt for use. The main purpose of the project is well articulated and reminds me of the attitude of the young people in my country. Like the youth in Japan, the youths in Nigeria are indifferent to history and the products of history. A topic of this nature has the potential of rousing their interest and making them research for information.

M.E (Nigeria)

Every part of the lesson is well articulated and logically sequenced. The topic is meaningful which will provide the learners to think about the past and rectify the present. I like the way you use the photos at the start of the lesson to create a sense of mystery in the lesson. Moreover, I think this lesson will help students think critically, motivate students to build a strong rapport by working in groups and encourages positive social interaction.

T.B (Bhutan)

Instructor Review of Final Group Project

I like that you have taken the requirements of the Japanese educational context and made a product that fits into that context. You are both challenging your students with interesting project work, and also meeting the requirements of the Japanese classroom. The learning objectives are strong and there is a good alignment with activities. You have also done an excellent job of providing all the supporting materials, assessments, and other documents that would be needed. The next step is to go into your classrooms and try it out.

A.H (United States)